

FY'01 Per Pupil Professional Development (PPPD) Allocation Application

***Use this application
if the district is applying only for a TLCF Grant
or
for no competitive grants***

To Support Learning Results Implementation
Professional Development Activities

Between July 1, 2000 and June 30, 2001

An electronic copy of this application can be downloaded from the
department's web page at
www.state.me.us/education/g2000/homepage.htm

Due July 24, 2000

Information

- The Commissioner of the Department of Education reserves the right to waive some requirements in special circumstances. An incomplete application will significantly delay the allocation.
- Allocations for each district are in the pink packet included with the application.
- Allocations in column 1 of the table are at the current level of \$1 million (already appropriated).
- Column 2 allocations are based on a proposed increase of \$1 million (pending in the current legislative session). Districts will be notified about the final appropriation as soon as possible.
- A consortium is defined as at least two districts which are working together on professional development activities to implement the Learning Results. School Unions working alone cannot apply as consortia. Partners in the consortium must be listed on the application cover page.
- School Unions must apply for PPPD funds with a joint plan. The union may distribute PPPD funds on a per pupil basis to each school in the union, or use the funds to support union-wide Learning Results professional development activities, or some combination of the two. A single payment will be made to the district.
- PPPD funds are appropriated by the legislature to support professional development activities necessary to local implementation of the Learning Results. Funds cannot be used to purchase equipment, textbooks, or instructional software. Allowable expenditures include: release time, stipends for teachers responsible for district professional development leadership, coordination of district Learning Results implementation activities connected with professional development, workshop and conference attendance, and contracts with external consultants and trainers.
- Questions about this calculation or any aspect of this application should be directed as soon as possible to Sarah Simmonds (287-8281); sarah.simmonds@state.me.us.

Instructions

Choose from the Three Options Below

If the district received \$3000 or less in 1999 -2000 (including unexpended funds from the previous year),

1. Submit the following:

- ☐ The cover page (page 5)
- ☐ The year-end financial statement (page 7).
- ☐ A description of how the funds were used to support the professional development needs of educators in implementing the Learning Results, and the district's next professional development steps.
- ☐ Action plan page 15.
- ☐ Budget page 16. If a detailed description is not possible within the space allotted on each line, attach one.

If the district received more than \$3000 in 1999 -2000 (including unexpended funds from a previous year),

2. Submit either

The district's IASA plan update and append:

- ☐ The cover page (page 5)
- ☐ The year-end financial statement (page 7).
- ☐ A description of how the funds were used to support the professional development needs of educators in implementing the Learning Results, and the district's next professional development steps.
- ☐ Action plan page 15.
- ☐ Budget page 16. If a detailed description is not possible within the space allotted on each line, attach one.

Or

3. This application in its entirety. Note: If the district chooses this option, it should consider competing for a Goals 2000 Learning Results Implementation (LRI) Grant of \$15,000. The same application is used to apply for a Goals 2000 LRI grant; the Goals 2000 application includes both PPPD funds and Goals 2000 funds. (Contact Sarah Simmonds (287 -8281) for more information.) This application, provided it encompasses all of the district's Learning Results implementation activities, can also be used as the IASA yearly update.

Option 3 Requirements

- ❑ **1. The Cover Page:** Add unexpended 1999-2000 funds to the district's new allocation.
- ❑ **2. The Design Team:** Describe the design team's roles and responsibilities.
- ❑ **3. Year-end Financial Statement:** Complete the PPPD year-end financial report. Note that expenses listed in the "obligated" column are those for which you have made a promise to pay. These activities may not have taken place when the proposal is submitted.
 - ❑ Attach a single page to explain why funds were not expended as expected in each category.
- ❑ **4. The Self -Assessment:**
 - ❑ Check those indicators in the "Student Learning" area and in each section of the "Climate Supportive of Change" area that describe where the district currently stands with Learning Results implementation. Disregard the technology -related indicators. In the blank columns embedded in the self-assessment, tell the readers where to find the supporting portfolio evidence for each checkmark. **Submit the checked self -assessment pages with the application. Note that it is not necessary to provide documentation for every descriptor. Focus on the measurable indicators and action steps from last year's application, and document how PPPD funds enabled the district to make progress in these areas .**
 - ❑ Plot the district's current position on the two self -assessment grids.
 - ❑ **Narrative:** In a narrative of 4 pages or less, explain how the information from the self -assessment leads to the district's next steps. Include:
 - ❑ A summary of current conditions across the district based on the self -assessment.
 - ❑ A description of how PPPD funds supported Learning Results implementation in the district in 1999-2000.
 - ❑ Identification of several impact areas or goals and why they are necessary to the district's Learning Results implementation efforts.
- ❑ **5. The Action Plan:**
 - ❑ **Impact Areas**
 - ❑ List impact areas identified as a result of the progress report and the self -assessment update, and identified in the self -assessment narrative. Impact areas can also be thought of as leverage points – key areas of activity that impact many aspects of Learning Results implementation.
 - ❑ Measurable indicators of success in making progress in the impact area. A description of how to write measurable indicators is included in the application.
 - ❑ Evaluation: describe how data will be collected to assess each indicator.
 - ❑ Products: list the concrete products expected as a result of the planned activities.
 - ❑ **Action Steps for each impact area or goal:**
 - ❑ List the steps.
 - ❑ Describe when each step will be completed.
 - ❑ Costs: Whenever possible, include the actual dollar amounts to be expended for each step from PPPD and other sources.
- ❑ **6. Budget:**
 - ❑ Complete a line item budget for PPPD. The total amount for PPPD is the expected award plus any unexpended funds from the previous year. Make sure that the action plan includes activities supported by the unexpended PPPD funds.
 - ❑ If a detailed description is not possible within the space allotted on each line, attach one.

1. Cover Page

DUE JULY 24, 2000

School District : _____
(Individual units within School Unions are not eligible to apply separately.)

Learning Results Implementation Coordinator:

Name and Position : _____

Work Address: _____

Work Telephone Number: _____ Fax: _____

E-Mail: _____

☐ **Per Pupil Professional Development Allocation (Use the pink tables)**

Unexpended FY'00 PPPD Funds : \$ _____ **+ FY'01 Allocation :** \$ _____

Total PPPD \$ _____

PPPD Partners _____

(List each district. School Unions are not eligible to apply as a consortium. Professional development partner districts must be listed here in order for the district to receive the consortium per pupil rate.)

Superintendent's Approval: As Superintendent of _____ (LEA), I
certify that proper fiscal records will be maintained for reporting or auditing purposes and that both I
and the school board(s) fully support the activities planned.

Date

Signature of Superintendent

Mail or deliver one bound copy of the application (please keep a copy) on or before July 24, 2000 to:

Goals 2000 Office, Room 212
Maine Department of Education
23 State House Station
Augusta, Maine 04333-0023

Faxed and electronic copies will not be accepted.

Contact Sarah Simmonds at (207) 287-8281, sarah.simmonds@state.me.us for further information.

2. Design Team
(Respond on a Single Page)

A. List the name, position or role of each member of the coordinating group for Learning Results implementation. The team must include parents who are not employed by the district or on the school board. Describe the design team's continuing roles and responsibilities for Learning Results implementation in the district.

3. Budget: FINAL FY '00 PPPD BUDGET EXPENDITURE / CARRY OVER REPORT

School Unit: _____

Person Completing Form: _____ Tel.: _____ Date: _____

1999-00 PPPD Allocation \$ _____ (Include any funds not expended from 1998-99)				
Item	Budget	Disbursements	Obligations	Unexpended
110 Salaries				
120 Temporary Salaries				
200 Benefits				
300 Professional & Technical Services				
320 Professional Development				
550 Printing				
580 Travel				
600 Materials and Supplies				
Totals				

Attach a single page to explain why funds were not expended as planned. Add any unexpended funds to the 2000-2001 budget, and include activities to expend these funds in the 2000 -2001 action plan in this application.

_____ Date _____
 Superintendent's Signature

- ☐ Approved
- ☐ Not Approved

_____ Date _____
 (Heidi McGinley, Department of Education)

4. A. Self-Assessment Summary: Seeing the Next Steps

Check the indicators that currently apply in the district in each of the two self -assessment areas (student learning and climate supportive of change). Disregard the technology -related indicators if you wish. Reference portfolio evidence to support each checked indicator. Submit the self -assessment pages with the application.

I. Student Learning

Exploring	Transitioning	Transforming	Evidence
<input type="checkbox"/> Schedules and other time constraints are a primary factor in making decisions about student learning opportunities.	<input type="checkbox"/> Most teachers use assessment information to begin to vary instructional time. <input type="checkbox"/> District policy and practice support student access to learning opportunities across grade spans. <input type="checkbox"/> As teachers throughout the district collect and analyze student assessment information, the daily and yearly schedule begins to change to address student learning needs at all grade spans.	<input type="checkbox"/> Students advance through school based on demonstration of Learning Results achievement. <input type="checkbox"/> The school day, week and year are structured to allow for continuous revision and design as a result of student assessment information.	
<input type="checkbox"/> Few students have the opportunity to use the community as a classroom, or to participate in community life as part of academic study.	<input type="checkbox"/> Students in special programs or at some grade levels have the opportunity to use the community as a classroom, and to participate in community life as part of academic study.	<input type="checkbox"/> Most students have the opportunity to learn, apply and demonstrate Learning Results achievement by addressing real community issues as part of academic study.	
<input type="checkbox"/> Programs are sometimes adopted, developed, revised or eliminated as a result of student assessment data.	<input type="checkbox"/> Programs which require major investments of funds, time, or staff expertise are evaluated yearly for impact on student achievement.	<input type="checkbox"/> A systemwide process is in place to continuously evaluate all programs and practices to determine their impact on student learning.	
<input type="checkbox"/> There is at least one district-wide effort to improve instruction in at least one content area, while other efforts to improve instruction take place informally or in single schools. <input type="checkbox"/> Most teachers are uncertain how the Learning Results apply to all students.	<input type="checkbox"/> Formal district-wide efforts to improve instruction result in many teachers trying different approaches; some teachers are change classroom practice as a result. <input type="checkbox"/> Most teachers use the Learning Results to develop individualized learning and assessment strategies for students with unique learning needs and styles.	<input type="checkbox"/> District-wide structures to improve instruction are routinely employed to address student assessment findings. <input type="checkbox"/> The district can easily document that all children have an equitable opportunity to learn to high standards.	
<input type="checkbox"/> Professional development choices are rarely based on student learning needs.	<input type="checkbox"/> Professional development choices at the individual, group and whole-district levels are based on an analysis of student assessment data.	<input type="checkbox"/> Connections between student assessment data and professional development activities are routinely assessed.	
<input type="checkbox"/> Most students do not know about the Learning Results. <input type="checkbox"/> Most parents and community decision makers are unaware of the content and purpose of the Learning Results	<input type="checkbox"/> A cross-section of students and their parents can describe what students are expected to learn at each grade span and how student work provides evidence of this learning.	<input type="checkbox"/> All students and parents can describe what the learning results are, what the student knows and can do, and what the student's next learning goals are.	

Student Learning (Continued)

Exploring	Transitioning	Transforming	Evidence
<input type="checkbox"/> Decisions about the allocation and distribution of technology are sometimes based on student learning needs. <input type="checkbox"/> Student access to technology is limited by schedule, location, functionality of equipment, or incomplete staff knowledge and skill.	<input type="checkbox"/> Decisions about the people, programs and resources needed to support technology are based on what all students need to achieve the Learning Results. <input type="checkbox"/> Technology is beginning to be used to provide essential opportunities and to create diverse ways for students to achieve and to demonstrate the Learning Results. <input type="checkbox"/> Schools are networked and some student exchange is occurring.	<input type="checkbox"/> The uses of staff time and resources for technology change continuously in response to changing student learning needs. <input type="checkbox"/> Technology is routinely used across the district to provide essential opportunities and to create diverse ways for students to achieve and to demonstrate the Learning Results. <input type="checkbox"/> Student exchange through the network is occurring continuously and is a natural part of the learning process.	

Plot the district's current position on the grid below .

I. Student Learning

Exploring				Transitioning			Transforming		
1	2	3	4	5	6	7	8	9	10

4.II. Climate Supportive of Change

Exploring	Transitioning	Transforming	Evidence
Vision			
<ul style="list-style-type: none"> <input type="checkbox"/> Philosophy, vision, or mission statements exist for most individual programs, schools and committees, but are not connected to a district vision. <input type="checkbox"/> Many staff members feel that district-wide practices and policies are not consistent with the existing vision and mission statements. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school board has adopted the district vision and publicly supports it. <input type="checkbox"/> The vision has been translated into concrete action steps, which encompass all district programs and committees. 	<ul style="list-style-type: none"> <input type="checkbox"/> Vision-based goals and action steps are continuously reviewed and revised as progress is documented across the district. <input type="checkbox"/> All decisions at every level of the districts are driven by the vision. 	
<ul style="list-style-type: none"> <input type="checkbox"/> A few community members are involved in Learning Results implementation at either the classroom level or as members of some advisory committees. 	<ul style="list-style-type: none"> <input type="checkbox"/> The district is implementing new ways for students, parents, community members, and other stakeholders to learn to accept responsibility for learning and working together. <input type="checkbox"/> Connections, communications, and relationships have a high priority in all district activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Divergent points of view are seen as valuable contributions to problem solving and decision making. <input type="checkbox"/> The community actively supports changes in the system which will help all students learn. <input type="checkbox"/> Adults seek opportunities to work together and have developed effective ways to make decisions and solve problems, use conflict productively, and build ownership for action. 	
Professional Development			
<ul style="list-style-type: none"> <input type="checkbox"/> A wide range of workshops and conferences are available to staff who wish to take advantage of them. <input type="checkbox"/> "Professional development" is generally defined as attendance at conferences and workshops; collaborative work and reflection on practice are viewed as separate activities. <input type="checkbox"/> Activities within the district are frequently planned and led by experts outside the district. <input type="checkbox"/> Most building level staff meetings focus on information giving. <input type="checkbox"/> The district calendar includes some formally scheduled time for professional development. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development activities are designed in alignment with the district vision and support implementation of the Learning Results. <input type="checkbox"/> Professional development activities often result in a needed local product or process. <input type="checkbox"/> Most activities are planned and led by internal experts. <input type="checkbox"/> Building level meetings focus on common work and decision making. <input type="checkbox"/> Time to develop curriculum, instruction and assessment is provided through a mosaic of release time, professional development days, and summer work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development activities consistently lead to changes in practice at both the classroom and the district levels. <input type="checkbox"/> Professional development activities and systemwide improvement activities are viewed by staff and community as the same work. <input type="checkbox"/> Activities model the methods educators are expected to learn as a result. 	

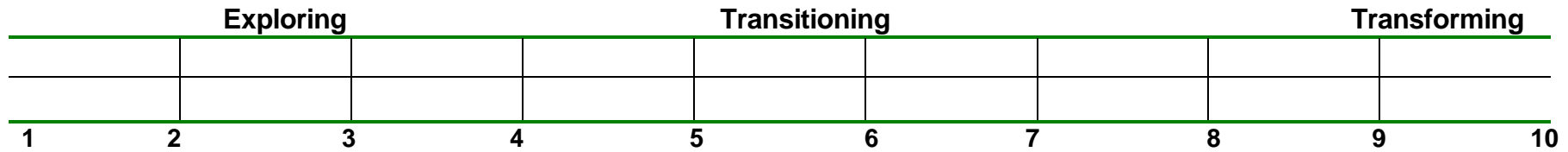
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Climate (cont.)

Exploring	Transitioning	Transforming	Evidence
Curriculum, Instruction and Assessment			
<ul style="list-style-type: none"> Actual curriculum, instruction and assessment at the classroom level have been mapped for alignment with the Learning Results at at least one grade span in at least one content area as part of the district's curriculum development cycle. Some teachers are beginning to design curriculum, instruction and assessment units based on the Learning Results; alignment of instruction with standards is a new concept for most teachers.. 	<ul style="list-style-type: none"> Actual curriculum, instruction and assessment have been mapped across the district to identify gaps and overlaps The district has developed or adopted a unit design framework for standards-based written curricula. Curriculum development in some content areas is based on student assessment information. 	<ul style="list-style-type: none"> All staff can document alignment of actual curriculum, instruction and assessment with the Learning Results using student assessment information The district uses a flexible framework for standards-based written curricula that drives classroom practice and points to structural changes in the system to support the learning of all students. Student achievement information drives all curriculum revision. 	
<ul style="list-style-type: none"> Discussions occur about Learning Results and technology, but little action has been initiated. Some professional development is provided to help teachers integrate technology with curriculum and instruction, but is limited and rarely evaluated for classroom impact. Hardware, facilities, networks and software necessary to support curriculum, instruction and assessment is inconsistent across the district (mix of old and new). Staff, administrators and community members are unsure of how technology supports teaching and learning, and of their ability to acquire, maintain and coordinate the technology effort. 	<ul style="list-style-type: none"> Technology is recognized as a central tool for collecting data, assessing and implementing Learning Results, but its use is inconsistent across the district. Staff have ongoing training and support appropriate to their level of use and responsibility and are encouraged to expand knowledge and skills at increasingly higher levels. The hardware, software, facilities, and network are available to support Learning Results implementation through curriculum, instruction and assessment, including network capability (one per teaching area) and laboratory and multi-media centers. 	<ul style="list-style-type: none"> Technology is fully implemented in the collection and analysis of data, student assessment and local implementation of the Learning Results. Time is provided for professional development in technology that encourages staff creativity, application and synthesis. Software to support aligned curriculum, instruction and assessment is used throughout the district. The necessary hardware, software, facilities and network to support Learning Results implementation for all students is in continual daily use. Technology use to support teaching and learning is continuously evaluated by a broad base of stakeholders. 	
<ul style="list-style-type: none"> District-wide and special purpose assessments have been inventoried. 	<ul style="list-style-type: none"> The district has a clear picture of what, when and how the Learning Results are assessed. 	<ul style="list-style-type: none"> The foundation of the local assessment system is a framework that identifies and aligns all individual, grade span, district-wide and large scale assessments with the Learning Results. 	

Plot the district's current position on the grid below .

II. Climate Supportive of Change



4. B. Self-Assessment Narrative In a narrative of 4 pages or less, explain how the information from the self -assessment leads to the district's next steps. Include:

1. A summary of current conditions across the district based on the self -assessment.
2. A description of how PPPD funds supported Learning Results implementation in the district in 1999 -2000.
3. Identification of several impact areas and why they are necessary to the district's Learning Results implementation efforts.

Writing Measurable Indicators of Success

Measurable indicators of success are:

- ♦ **Actionable** : They help judge progress in order to inform decisions about next steps.
- ♦ **Outcome oriented** : Specify clearly what are observable results and/or products.
- ♦ **Include relevant measures** : Specify measures which reflect the outcomes. For example, indicators of the quality of professional development might include: percent of teachers receiving professional development, teachers' evaluations of professional development, number of hours spent in professional development, and changes in knowledge, skills, and attitudes.

Examples related to **aligned Curriculum, instruction and assessment** :

Not Measurable	Measurable, Provide Information about the Next Steps
Staff will attend assessment conferences and workshops.	20% of the faculty will report that their knowledge of assessment has progressed beyond the awareness stage as a result of conference or workshop attendance, or from discussions with colleagues which have attended these events.
Teachers will design curriculum, instruction and assessment units.	All staff will learn the "planning backwards" method of unit design and 20% will use and refine their units in the classroom.

5. Learning Results Implementation Plan

A. Impact areas, measurable indicators of success, evaluation methods, products. Use any format which includes the information on this page.

1. Impact Area (by concentrating on this area, a minimal effort will yield a maximum return)	2. Measurable Indicators of Success by the End of the Grant Period (see the preceding page for help in writing measurable indicators)	3. Evaluation Method	4. Expected Products (examples: curriculum framework, actual curriculum mapped, inventory of current assessments, established reflective practice groups)

5. Action Plan B. Action Steps for each Impact Area
Impact Area _____

1. Action Steps	2. Timeline (when will each step be done?)	3. PPPD Costs

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5.C. Budget

1999-00 unexpended funds plus the new request.

Attach a detailed description of each line if the space provided on this page is insufficient.

Line	Description	PPPD
110 Salaries		
120 Temporary Salaries		
200 Benefits		
300 Professional & Technical Services		
320 Professional Development		
550 Printing		
580 Travel		
600 Materials and Supplies		
Total		

Suggested Steps in Collecting and Organizing Evidence

1. Collection

Identify the evidence you already have which will help you plot where the district falls on the self-assessment continua. Identify other evidence you don't already have which would help you be more accurate in plotting the district's current situation. Compare the two sets of evidence. Determine the easiest way to collect additional evidence. (See "Action Research" for ideas about how to collect and analyze evidence.)

2. Reflection

Analyze the evidence you've collected and determine what it indicates about placement on the six continua and about the district's next steps.

3. Selection

Look objectively at all of the evidence you've collected. Which pieces are absolutely **necessary** to document the district's self-assessment placement? How much evidence is **sufficient** to communicate this to a reader who knows nothing about the district? Will this evidence help the department document the use of PPPD funds for the legislature? If you aren't sure, ask someone who has not been involved to evaluate the evidence.

4. Production

Put the evidence into a binder or staple it securely so that the readers can see it and refer to it easily.

DO:

- Number the pages.
- Include a table of contents.
- Use tabs or colored page sections.
- Reference pieces of evidence throughout the plan and the self-assessment narrative.

DON'T:

- Include the same piece of evidence more than once.
- Use meeting minutes -- use agendas and summaries.
- Include individual surveys -- make a summary of the results and include a blank survey.
- Put each page in a separate sleeve or each section in a separate container.

5. Projection

The evidence should indicate both to you and to the reader what the district's next logical steps are. What's in the evidence portfolio should lead the reader to the same conclusions about the next steps.

Action Research

Action research is ----

1. Collecting evidence which leads to a clear assessment of the current situation.
2. Clustering the evidence in ways which lead to deeper understanding.
3. Using evidence to identify the next steps in a complicated process .

Evidence is collected in a variety of ways:

visually

interviews

surveys and questionnaires

analysis of written material

Evidence gathered is clustered in a variety of ways:

What the themes which emerge across all evidence?

Is there an existing model or framework which can be used to organize the information?

Can we create a continuum which describes different perspectives on the same issues?

Evidence is used to determine the next steps by:

Generating statements which describe the current situation.

Comparing the statements to the organizational vision or the desired condition.